Port Pirie West Primary School

Context Statement
SCHOOL CONTEXT STATEMENT

Vision: A quality learning environment where everyone belongs

The school’s qualities are: Respect, Persistence, Confidence and Responsibility

1. General information

Part A

School Name: PORT PIRIE WEST PRIMARY SCHOOL
School No: 0363
Principal: Ms Junette Goode
Postal Address: 214 The Terrace, Port Pirie 5540
Location Address: 214 The Terrace, Port Pirie 5540
District: Yorke / Mid North
Distance from GPO: 225 kms
CPC attached: NO

February FTE Enrolment

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Part B

Deputy Principal: Mrs Fiona Perry
School email address: info@piriewps.sa.edu.au
Staffing numbers
11 classes supported by 13.8 FTE (including NIT)
2.9 FTE NIT teachers
3 Front Office Permanent SSOs comprising Finance/Admin, Admin/Finance and Front Office Admin
8 part time permanent SSOs provide Learning Team support and Student Intervention support
1 Permanent Resource Centre SSO manager and SSO admin
1 Temp SSO assigned to Learning Centre
1 Permanent ACEO

Enrolment trends
Currently there are 244 students enrolled. The school follows the Pirie Schools’ enrolment guidelines developed in Term 3, 2004 with identified school catchment areas. 94% of Kindy students transfer from the on campus Port Pirie West Kindy.

Special arrangements
The R-7 school is part of the Port Pirie West Education Campus, which also includes Port Pirie West Children’s Centre for children Birth to 8 years of age and their families, which also incorporates the Kindy children, Port Pirie Child Care Centre and Dental Clinic.

Year of opening
August 1877 – Register records first enrolments on site.

Public transport access
The public transport system operating in Port Pirie passes the school and a number of students travel to and from Port Pirie West Primary School using this bus service.

2. Students (and their welfare)

General characteristics
Port Pirie West is a Category 2 on the Index of Educational Disadvantage. The school population reflects the cultural and social diversity at the school. A significant number of students require support in Literacy, Numeracy and Social Skills. 11% of the student population are identified as Students with Disabilities and Negotiated Education Plans are in place for these students. 38% of the student population have speech/language or communication difficulties and are receiving additional support funded by National Partnerships. The school has implemented the ‘Quick Smart program’ to support an additional 5% of students in developing their fundamental maths skills. 37% of students are supported through the Resource Entitlement Source (RES) and are receiving additional support through the school’s literacy support and or social skills programs. 75% of the total student population is eligible for school card support.

Port Pirie West has a strong moral purpose: Focus on Learning, together with the vision, “A quality learning environment where everyone belongs” and the four school qualities, Confidence, Respect, Responsibility and Persistence underpin all site processes and procedures.

Support offered
Continuous improvement at our school is supported by members of the Leadership Team and Site Improvement Committee. Three main committees work towards addressing, supporting, reviewing, monitoring and reporting on whole change approaches to empower whole staff alignment and understanding. The committees include the Site Improvement Team (SIT), Curriculum and Pedagogy Team and Student Engagement Team (SET). Each of the three committees is supported by one member of the Leadership Team.

- The effectiveness of processes and school systems are undertaken by the self review processes using multiple measures of data. The Site Learning/Improvement Plan continually reflects the recommendations, targeted areas for improvement and future directions. The Site Improvement Plan is a continually changing and working process.
- Student programs have been established for all “Students at Risk” in Literacy, Numeracy and Social skills.
Two SSOs are assigned to each Learning Team to support student learning. Special programs are in place to provide intensive support for students in the areas of English, Mathematics, Coordination and Social skills.

Funding from the Better Schools Initiative has enabled the introduction of the “Learning Centre” to be established at the commencement of the 2015 school year. This is coordinated by the Student Success coordinator, who is supported by 1.1 FTE staff and two SSOs. The motto created is “Potens Disceret Faciens, which translated is “Making Learning Powerful”. The aim of the Learning Centre is to provide timely short term intervention, enrichment to target students and extend their learning potential and to recognise students for their creativity and sporting abilities through providing alternative enrichment programs.

As of Term 2, students who have been suspended maybe suspended to the Learning Centre.

Three staff (SSO) members oversee the “Life Skills” program for identified Middle Years students.

The Student Success Team oversees the Support and Intervention programs, intersecting achievement, growth, attendance and behaviour trends using the three waves of intervention. This year we are designing a Student Induction program to support our new enrolments learn the “language” of whole school approaches.

Negotiated Education Plans for identified students are reviewed regularly.

Information Technology is being improved to enable student’s access to further learning opportunities. There is an action plan in place to ensure the management and introduction to new technology is ongoing. To date we have 7 interactive whiteboards including 2 mobile ones and a class set of iPods, iPads and Netbooks for students and teachers to access.

The Aboriginal Community Education Officer (ACEO) and Aboriginal Education Teacher (AET) work collaboratively to support aboriginal students, parents and families. Programs focussing on Literacy, Numeracy, attendance and participation are part of the work. IEPs are reviewed each term.

More specialised support is available from the Pirie Partnership through a referral process.

Student Management

Student Wellbeing, positive staff/student relationships and increasing the levels of student engagement for learning is a school wide focus. The Student Action Team (identified Year 6 and 7 students and the Principal) has identified opportunities for improvement and developed a Student Action Plan. Emphasis is on a positive and supportive learning environment. Due to a high turnover of staff, “Play is the Way” social skill/relationships program is being planned for Term 2 this year. The purpose is to bring back the emphasis on “teachable moments” and common language across the site when reinforcing the “readiness for learning”. Records of all Time Out and Behaviour incidents are kept to provide details about behavioural patterns and in order to fully inform parents, care providers. Updated information is shared with Governing Council each term.

The School’s Behaviour Guidelines and Complaint Resolution Process are reviewed annually. The Anti-Bullying Policy (Well Being Procedures) has been implemented as part of the Safe Schools Framework. At the beginning of each year all classes review the school’s qualities and vision statement. The School’s Behaviour Code pamphlet is available for parent information. The school conducts a student safety audit for Years 2-7 students in Terms 2 and 4. Student Development Plans are negotiated for students requiring support with behaviour education to identify emotions and develop positive social awareness skills and attitudes.

An Attendance Improvement plan has been developed in the aim to increase attendance for all students to the targeted 93%.

Student Leadership

Student Leaders are selected through a panel process involving a written application, interview and referee checks, at the end of the previous year. The Year 5, 6 and 7 students in Term 4 of the previous year elect House Captains and Vice Captains.

The Principal meets weekly with the Student Action Team, which comprises of the elected Student Leaders and invited students from the Year 6/7 classes. The Student Action Team reflects on the current and future happenings of the school. They work together with the Principal to promote the school priorities and assist in the analysis of student achievement, attendance and behaviour data. The Student Leaders are invited to attend all Governing Council meetings.

The student leaders report fortnightly to the school community through the school’s newsletter.

Learning Team Assemblies are held on a three week roster. The purpose of the assemblies is to acknowledge student work and the positives that are happening in the school.

Years 2-7 SRC meetings are held twice per term and facilitated by the Deputy Principal. Student voice is a valued component of the consultation process. Student leaders also participate in Governing Council committees representing the views of our students.
Other forms of student leadership include monitors in the Canteen, Breakfast Club, Lunchtime activities and Library.

**Special programs**

- Using funding allocated in this year’s Resource Entitlement the following student support programs have been put in place.
  - Acknowledgement program for students who display the courage to focus on learning
  - Additional classroom support for students with disabilities and learning difference
  - Coordination program for identified R-2 students
  - Rainbow Reading; A modified version of Reading Freedom for Year 1 and 2 students
  - MultiLit
  - Spellit
  - Quicksmart
  - The Shed and Life Skills programs
  - Enrichment programs in the area of Literacy and Numeracy
  - Intensive Phonological Awareness support for identified students in Rec-Year 3.

SSO hours have also been allocated for garden maintenance, breakdown maintenance, administrative support, including Front Office Reception, Finance, First Aid, OHS&W, Audio Visual, email & internet network, data input, Library & Resource Centre Management, play equipment safety and maintenance, irrigation /watering systems maintenance, conversion of some hours for the outsourcing of the maintenance of the school grounds and oval area as well as targeted support for identified students. In total 385.5 hours (not including ACEO hrs) per week are funded for the above programs and school operations.

**National Partnerships-Better School Program**

Using funding allocated through National Partnerships the following support and training programs have been initiated

- Identified students with a learning difference have been receiving additional support to support them in Literacy, Numeracy and Social Skill development. All identified students have been referred to the Learning Centre via the referral process which includes reasons, targets and outcomes. Each student’s learning progress is monitored and tracked. The Learning Centre staff meet with the Principal to discuss new referrals, reflect on student’s progress and opportunities to improve.
- One SSO and the School's Coordinator have been trained to implement the “Quick Smart” program.
- Three students are receiving support through ICAN and all three have a case manager to support them.
- All Aboriginal students receive support and all have an updated Individual Learning Plan to map and monitor learning progress

**3. Key School Policies**

- The school has a focused emphasis on developing a Purposeful Learning Community with emphasis on learning for all and improving student engagement in learning.
- Whole staff professional development has resulted in agreed common whole school approaches with effective pedagogies across the school.
- There is a bias to the collection, analysis and action of data to inform continuous improvement.

**Planning Initiatives for 2015 (a copy of the Site Improvement Plan is available on the school’s website)**

- Promoting a culture of continuous improvement
  - Students, staff and families working together;
    - To develop students resilience, persistence and responsibility to engage in quality learning programs
    - Increase attendance to 95% by the end of 2018
Achievement in English
Whole school approaches to:
- Word knowledge
- Running Records
- Phonological Awareness
- Guided Reading
- Functional Grammar
- Vocabulary
- Text types
- Comprehension

Achievement in Mathematics.
- Whole site Numeracy review to be completed by the end of 2015
- Targeted professional development and consistency with the teaching and learning of Numeracy across the site

An Aboriginal Improvement Plan, Governing Council Action Plan and the Student Action Plan all connect with the Site Improvement Plan, Partnership Plans and DECD strategic directions

4. Curriculum

Subject offerings
- Teaching staff are implementing the Australian Curriculum in the learning areas, English, Mathematics, Science, Arts and HASS. The remaining learning areas with the exception of LOTE are taught based on the SACSA framework. Specialist teaching is provided in the areas of Science and Physical Education (R-7), HASS and Arts (4-7). The school has excellent resources to support curriculum learning. Access to Information Technology has been enhanced with new computers and internet access in all learning areas. The Year 6/7 classes all have interactive white boards. Our school website is currently being upgraded.

Special curriculum
- The Shed program assists students to develop life skills and time to talk. The Acknowledgement Program recognises students who display the courage to do the right thing at school. Students are able to work with an SSO on a range of practical projects including, painting, gardening and propagating plants.

Aboriginal education
- Currently we have thirty four aboriginal students. The AET and the ACEO work collaboratively to ensure the academic and social needs of students are being met. Participation in cultural events, Reconciliation, NAIDOC is supported by the school. The ACEO works 20 hrs per week supporting and engaging with our Aboriginal students and families. An “AFL” (Aboriginal Fun-time Lunchtime) activity based program is available to all indigenous students twice per week.

Teaching methodology
- A Coordinator is appointed to support “Curriculum Implementation and Effective Pedagogies”. A commitment by staff to the support of whole school approaches is supporting both the school’s vision and moral purpose, “Focus on Learning.” All staff have received training and development in the use of strategies that develop positive relationships with students, safe classrooms and yard and the promotion of engagement for successful learning.

Assessment and Reporting
- First impressions go home to all families early in Term 1.
- Student involved interviews occur in the last few weeks of Term 1.
- Portfolios go home week 2, Term 2 and week 10, Term 3.
- A comprehensive report goes home at the end of Term 2 and Term 4. Report formats have been developed to meet Commonwealth requirements. Informal parent/teacher interviews are held as the need arises.

5. Sporting Activities
- SAPSASA representation and involvement is very strong. The District SAPSASA Convenor is based at the school and the SAPSASA Finances are managed by the school’s administration. Local sporting bodies provide a good range of clinics for students during the year. Netball, Soccer, Football, Basketball, Cricket, Softball, Tennis and Hockey are club based within the Port Pirie area.
6. Other Co-Curricular Activities

General
- Years 5, 6 and 7 students can participate in the Northern Schools Choir programme. Instrumental Music lessons are available in Woodwind and Brass. They are provided by DECD visiting music teachers through a music hub at the local Secondary School. During school hours students can access the library and computing room areas for research purposes.
- The school has its annual sports day in Term 3. The End of Year Celebration in the Park is a well attended and a popular school function.
- Years 6 & 7 students assist in the preparation and distribution of food to students participating in the once a week, before school “Breakfast in a Bag” Program.
- Year 6/7 students also volunteer in the canteen and library.

7. Staff (and their welfare)

Staff profile
- Since 2009, there has been a significantly higher number of teaching staff in permanent positions at the school. However due to the number of younger staff there has also seen an increase in the percentage of positions needing to be backfilled due to staff taking Maternity Leave. This has resulted in an increased number of contract teachers since 2013. Seven out of the eleven class based teachers are in their Early Career stages.

Leadership structure
- The leadership team consists of the Principal, Deputy, two Co-ordinators and Student Support focus teacher.

Performance for Development
- Opportunities to observe teaching is overseen by both the Principal and Deputy Principal regularly with a commitment to oral feedback provided to the staff member within 48 hours. Staff performance plans are based on the School’s Improvement Priorities and Partnership Improvement Plan. Professional learning opportunities are focused on the School’s Improvement Priorities as well as areas for development that have been identified by individual staff.

8. Incentives, support and award conditions for Staff

Complexity placement points
- Port Pirie West attracts 2.0 complexity points.

Isolation placement points
- Port Pirie West attracts 3.5 isolation points.

Housing assistance
- Yes, for eligible teachers.

Cooling for school buildings
- Yes – evaporative, some split systems and reverse cycle.

Cash in lieu of removal allowance
- Yes, for eligible teachers.

Additional increment allowance
- Yes, for eligible teachers.

Medical and dental treatment expenses
- Yes, the Non Metropolitan Award for government employees is available.

Relocation assistance
- Yes, as described in the Administrative Instructions and Guidelines.

Principal’s telephone costs
- Yes, as described in the Administrative Instructions and Guidelines.
9. **School Facilities**

**Buildings and grounds**
- Many buildings are old but have attractively presented exteriors, including the original 1876 stone building. There is also a besser brick unit. As part of the Building the Education Revolution, a new four class unit has been built for the Year 6/7 classes.
- An oval and soccer field are situated across the main road from the school and access is via crossing lights. The oval is a popular place for the community on weekends and for school sports. Many comments are received about the attractive appearance of the school grounds.
- The Port Pirie West Children’s Centre on site, which together with the Kindy and Port Pirie Child Care will significantly benefit children from Birth to 8 years of age and support for their families.

**Student facilities**
- Canteen on site.
- A range of play equipment in the Middle and Back yard areas (the major play areas) is available for student use. Wheelie bins are placed around the yard for rubbish disposal and recycling. An enclosed and locked shed provides security for students’ bikes and scooters during the day. A hard play area has been upgraded and fenced for security and safety. A hall is available for assemblies and indoor activities.

**Staff facilities**
- The staff room is located in the main Admin building. There are identified staff prep areas located around the school.

**Access for students and staff with disabilities**
- Some fixed ramps exist. A toilet block has been upgraded to cater for staff and students with disabilities.

**Access to bus transport**
- DECD buses can be hired, through the local high school. There are bus hire companies within the city and surrounds.

10. **School Operations**

**Decision making structures**
- Various committees, school based and Governing Council based, oversee a range of school operations. These include the Governing Council committees (Canteen, Facilities, Finance Advisory Committee, Fundraising, ICT, Education & Dress Code), School Magazine, Sports Day, End of Year Celebration, OHS&W, Site Improvement, Student Engagement, Literacy, Student Success, Student Action, SSOAC and PAC. Two Governing Council meetings are held per term with the AGM being held in February.

**Regular publications**
- There is a fortnightly Newsletter, which includes Community News. A staff information book (Day Book) provides news updates daily and a Staff Bulletin is published weekly. Staff are encouraged to use email in an effort to reduce the amount of time spent on Administration matters prior to staff meeting. An Information Booklet is available for parents/caregivers of students new to the school. A School Magazine is published annually. The school’s Annual Report is available from the web site and copies can be collected from the front office. The Skoolbag app is being used by over 50% of families.

**School financial position**
- The school is in a stable financial position.

**Special funding**
- Finances are supplemented through State and Federal Governments Funding of Grants from the Better Schools funding, Early Assistance and Early Years Program, Primary Australian Curriculum and the Rural & Isolated Index monies.

**Data Collection & Monitoring**
- The school uses a range of purposeful data sets to manage the collection and analysis of student achievement, demographic, perception and process data and multiple measures analysis to inform future planning.
11. Local Community

General Characteristics

- The Pirie West area has undergone many changes – some old homes have been demolished and many others renovated to reduce possible lead pollution and blood lead levels in children. School Card is high with many families experiencing hardship even though they may be employed. The percentage of aboriginal students, GOM is steadily increasing as is the percentage of students diagnosed on the Autism spectrum.
- The school works in conjunction with Nyrstar and the Environmental Health Centre on the ‘TLAP’ (Targeted Lead Abatement Program) which aims to lower young children’s blood lead levels.

Parent and community involvement

- Port Pirie West has had a history of community and parent involvement. Parents help with classroom activities. Parents/Caregivers and community members are involved in a range of Governing Council subcommittees, and as Canteen, Library and Breakfast club volunteer workers.

Other local care and educational facilities

- The Secondary School and TAFE are within walking distance. Two private Primary/Secondary Schools also operate in Port Pirie. There are three other Government Primary Schools, four Pre schools including the onsite Ellendale Kindy and Childcare centres in Port Pirie. Mid North Education Centre (formerly Port Pirie Special School) is also located nearby. Out of School Hours Care is available at the Airdale School site.

Commercial/industrial and shopping facilities

- Port Pirie is a major regional centre. There is a range of general and specialist shopping facilities, as well as commercial and light industrial businesses.

Other local facilities

- The school is situated within walking distance of the adjacent Community Park, the main Sporting Oval, local swimming pool, Northern Festival Theatre Complex, beach and wharf area, main shopping and business/service facilities. Sporting, cultural, social and recreational facilities are numerous and many are close by. There is a regional medical facility with a range of specialist services available. The Tourism and Arts Centre, the Community Library, and Museum are located in the CBD.

Availability of staff housing

- Government Employee Housing is available. Private housing/flats/units are available for rent or purchase.

Accessibility

- Adelaide can be accessed from Port Pirie via National Highway 1. There are several daily bus passenger services between Adelaide and Port Pirie.

Local Government Body

- Port Pirie Regional Council, 115 Ellen Street, PO Box 45, Port Pirie, 5540, Phone (08) 8633 9777, Fax (08) 8632 5801. Information brochures are available from the Council Office and the Tourism and Arts Centre.

12. Further Comments

- The school celebrated its 125th birthday on the 16th and 17th August 2002. Being the oldest school in Port Pirie it has made a significant contribution to the history of education in the area.

I certify that this is a true and accurate statement.

Signed: Junette Goode, Principal